Presenter’s Guide

Meeting the Needs of ELLs through Multi-tiered Systems of Support: Research-based Strategies
Acknowledgements

The IDEA Partnership acknowledges the contributions of cross-stakeholders, including persons representing,

- Teachers,
- General Education Administrators,
- Special Education Administrators,
- Related Service Personnel,
- Families,
- Higher education, and
- Technical Assistance Providers

who collaborated to create previous Partnership presentations on multi-tiered systems of support

-and-

is deeply grateful for being allowed to adapt pieces of those works and add to them with the help of teachers, administrators, and higher education personnel whose work is focused on supporting English language learners.

The following stakeholder groups within the IDEA Partnership worked together, both on-site in San Diego, California, and electronically from across the country to create this presenter’s guide.

| Role: General Education Administrator | Role: Special Education Administrator |
| Location: California                   | Location: Illinois                   |
| Role: Higher Education                | Role: Special Education Administrator |
| Location: California                  | Location: Kentucky                   |
| Role: Pre-service Teacher             | Role: Educational Consultant         |
| Location: California                  | Location: Pennsylvania               |
| Role: Teacher                         | Role: General Education Administrator |
| Location: California                  | Location: Pennsylvania               |
| Role: Teacher                         | Role: Educational Consultant         |
| Location: California                  | Location: North Carolina             |
| Role: General Education Administrator | Role: Family Member/Higher Education |
| Location: Illinois                    | Location: South Carolina             |

The purpose of this guide and the complementary Power Point presentation is to make information more accessible to all interested stakeholders.
Table of Contents

Purpose and Format ........................................ 3
Preparation ................................................... 4
Presentation/Process ........................................ 6
   Introduction .............................................. 6
   Instruction that Works ................................ 8
   Academic Language Development ..................... 10
MTSS Framework ........................................... 19
Culturally Responsive Teaching ......................... 32
Additional Resources ....................................... 35
Q&A ............................................................ 38
Supplementary Materials ................................... 39
   Multi-tiered Systems of Support and
   English Language Learners ............................. 40
   Tier 1: Core Instruction and Universal Interventions 41
   Tier 2: Targeted Interventions ....................... 42
   Tier 3: Intensive Interventions ..................... 43
   MTSS Key Terms ........................................ 44
Purpose of this guide:
This presenter’s guide is intended to support the PowerPoint slides by offering
- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:
There are three distinct sections of this document, “Preparation”, “Presentation/ Process”, and “Supplementary Materials”.

The preparation section begins on the following page and includes:
- Participant objectives;
- Three suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The presentation/process section follows preparation suggestions and includes:
- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
  - Usually in bulleted format, not intended to be read verbatim, and
  - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
  - May be carried out as suggested, or
  - Adjusted to audience and/or time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The supplementary materials section contains handouts that may be copied and used to support or enhance the presentation.
Meeting the Needs of ELLs through MTSS: Research-based Strategies
Preparation

An important goal of this guide is to support the presenter in connecting the ideas in the presentation to practices at the state, local district, and building levels. This presentation has intermediate level content and is intended to assist audience participants with a “basic working” knowledge of MTSS and how it applies to students who are English Language Learners.

Objectives:
Participants will increase knowledge of
- Research-based strategies for ELLs in the core curriculum
- MTSS framework for instructing and intervening for all students

Participants will explore
- Instructional strategies that work with ELL students
- Eight instructional methods for academic language development
- MTSS and application to ELLs

Participants will acquire reference to quality resources that expand learning and support local or state actions relative to MTSS

Agenda/Timing:
2.25 hours - Total time for information sharing and learning activities
1.25 hours - Total time for sharing of information and Q&A
30 minutes - Total time for sharing of information

2.25 hours - Total time for presentation of information and learning activities
Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5 min</td>
<td>Instruction that Works</td>
</tr>
<tr>
<td>30 min</td>
<td>Academic Language Development</td>
</tr>
<tr>
<td>60 min</td>
<td>MTSS Framework</td>
</tr>
<tr>
<td>15 min</td>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>10 min</td>
<td>Additional Resources</td>
</tr>
<tr>
<td>10 min</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>

1.25 hours - Total time for presentation of information and Q & A
Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5 min</td>
<td>Instruction that Works</td>
</tr>
<tr>
<td>20 min</td>
<td>Academic Language Development</td>
</tr>
<tr>
<td>20 min</td>
<td>MTSS Framework</td>
</tr>
<tr>
<td>10 min</td>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>5 min</td>
<td>Additional Resources</td>
</tr>
<tr>
<td>10 min</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>
30 minutes - Total time for presentation of information

Suggested time allotments:

<table>
<thead>
<tr>
<th>Time</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Introduction</td>
</tr>
<tr>
<td>5 min</td>
<td>Instruction that Works</td>
</tr>
<tr>
<td>5 min</td>
<td>Academic Language Development</td>
</tr>
<tr>
<td>5 min</td>
<td>MTSS Framework</td>
</tr>
<tr>
<td>7 min</td>
<td>Culturally Responsive Teaching</td>
</tr>
<tr>
<td>3 min</td>
<td>Additional Resources</td>
</tr>
<tr>
<td>0 min</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>

Support Materials:
- The IDEA Partnership Website [www.ideapartnership.org](http://www.ideapartnership.org)
- Technical Assistance Center on Positive Behavioral Interventions and Supports [www.pbis.org](http://www.pbis.org)
- National Center on Instruction [www.centeroninstruction.org](http://www.centeroninstruction.org)

Materials and Supplies:
- PowerPoint slides - or –
- Overheads prepared from the PowerPoint slides
  - Handout Masters – to be copied in appropriate numbers
  - Chart paper and markers
  - Paper and pencils for participants

Equipment:
- Computer and projector -or-
  - Overhead projector
  - Projection screen
Meeting the Needs of ELLs through MTSS: Research-based Strategies

Introduction:

Multi-tiered Systems of Support (MTSS) is a term creating and receiving much attention in the field of education today. Those who work directly with students who are English language learners (ELLs) have voiced concern that these students are part of the “all” students attending K-12 schools and that and MTSS framework must also meet their unique and common needs.

**Presenter Tip:** The introduction should be very brief and gain interest immediately. The following is a starting point; adapt for the particular audience.

Ideas to share with the participants:
Throughout our time together today we will explore...

- Instructional strategies that have proven successful for ELL students
- Eight instructional methods for academic language development
- MTSS and application to ELLs

**Presenter Note:** Cross-stakeholders within the Partnership’s 55 national organizations previously created several presentations on multi-tiered systems of support. Using those presentations as a starting point and with the help of teachers, administrators, and higher education personnel whose work is focused on supporting English language learners, this version more directly addresses the inclusion of ELLs in an MTSS framework.
Segue: Remembering that our purpose is to address the inclusion of ELLs in an MTSS framework; our agenda for the session will move us from general evidence-based instructional strategies for ELLs, to evidence-based instructional strategies to gain academic English, to application in an MTSS framework, and additional resources to continue your own growth.

Presenter Tip: The agenda slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the brief presentations.

Ideas for sharing with the participants:
- Instruction – research-based strategies will be discussed
- Including ELL – overview MTSS with an emphasis on how and when the framework includes ELL students; with critical questions to address at each tier
- Additional resources – web resources that are maintained and current in today’s education environment

Presenter Tip: Do not read the slide to the participants; rather, expand on the statement using the information below.

Ideas for sharing with the participants:
- Basic Interpersonal Communication Skills (BICS)
  - Cognitively-undemanding and include known ideas, vocabulary and syntax
  - When beginning to acquire a second language; develop within 2-3 years.
- Academic English
  - Cognitive Academic Language Proficiency CALP
  - Takes much longer that BICS to develop; usually about 5-7 years
Instruction that works:

**Presenter Tip:** For the 30-minute presentation these two slides are essential as the strategy-specific slides will be omitted.

Ideas for sharing with the participants:
- Same or similar to strategies that are important for all beginning learners
- Early, explicit, systematic – progression of skills on a developmental continuum
- Intentionally connected to student’s life – drawing on student background experiences and demonstrating relevance of learning
- Assessment – data that drives educational decision-making; essential to an MTSS framework
- Practice – both in isolation and in context; both academic and social/behavioral skills practice and transfer across contexts and environments

Segue: Instruction that works for students is important because it provides opportunities with potential to support student acquisition of skills and achievement.
Ideas for sharing with the participants:

- Structured academic talk – vital for ELL students; also essential for many early learners, especially if they have not had a literacy-rich background
- Exposure to print – examples of symbols, words, connected text from which the students can make meaning
- Phonological awareness and phonics – facility with decoding skills is essential to fluency in reading; fluency (speed and prosody) supports comprehension of written text
- Vocabulary development – knowing the vocabulary (content area, contextual, roots and affixes) supports fluency and comprehension of text
- Comprehension – the goal of literacy instruction is to comprehend written text
Academic language development:

**Presenter Tip:** This slide is presented as a preview of the next several slides to assist participants in organizing thinking around specific instructional methods to be used for ELLs relative to academic language development. Little time is needed here as the next eight slides give more in-depth information on each methodology. For the 30-minute presentation omit slides 8-15.

**Segue:** We will take a brief look at each of these instructional methods.

Cognitive Academic Language Learning Approach (CALLA)

Designed to increase ELLs’ achievement (Chamot & O’Malley, 1996)

Ideas for sharing with the participants:

- Integrates: content-area instruction, language development, explicit instruction in learning strategies:
  - Valuing prior knowledge
  - Learning important content and language skills
  - Developing language awareness and critical literacy
  - Using appropriate learning strategies
  - Learning to work with others in social context
  - Learning through hands-on, inquiry-based and cooperative skills
  - Increasing motivation
  - Self-assessing learning

- 5 Components
  - Preparation – Activate background knowledge.
  - Presentation – Explain and model
  - Practice – Prompt use of strategies and give feedback
  - Self-Evaluation – Assess strategies
  - Expansion – Support transfer and apply
Collaborative Strategic Reading (CSR)

Work of Janette K. Klingner, Sharon Vaughn, and Jeanne Schumm

Ideas for sharing with the participants:

- Combines reading comprehension strategy and cooperative learning.
- Is effective in culturally and linguistically diverse classrooms with struggling readers, ELLs, students with learning disabilities, average, and high-achieving students.
- Students work in small heterogeneous groups.
- Cooperative groups use 4 reading strategies:
  - Preview (activate prior knowledge)
  - Click and chunk (monitor comprehension during reading, use strategies to understand)
  - Get the gist (during reading, restate main idea of paragraph or section)
  - Wrap-up (after reading, summarize new information, generate questions)
- Peer interaction provides opportunities to use academic language in meaningful communication about academic content (Cazden, 1998; Richard-Amato & Snow, 1992).
- Teacher acts as a facilitator.
Sheltered Instruction (SI)

Krashen (1982)

Ideas for sharing with the participants:

- SI is an English-only strategy
- Research-based approach for working with ELLs regardless of the language of instruction
- Demonstrated success in improving ELLs’ outcomes
- Uses high quality strategies to develop ELLs’ academic English skills while learning grade-level content
- Effective for all grade levels across the content areas
- Highlights use of language functions such as negotiating, explaining, describing, and defining when discussing content concepts.

- Features of sheltered instruction include:
  - use of cooperative learning activities with appropriately designed heterogeneous grouping of students
  - a focus on academic language as well as key content vocabulary
  - judicious use of ELLs’ first language as a tool to provide comprehensibility
  - use of hands-on activities using authentic materials, demonstrations, and modeling
  - explicit teaching and implementation of learning strategies
Sheltered Instruction Observation Protocol (SIOP)

Developed to make content material comprehensible to English Language Learners

Work of Jana Echevarria, Mary Ellen Vogt and Deborah J. Short

Ideas for sharing with the participants:

- The SIOP Model includes teacher preparation, instructional indicators such as comprehensible input, building background knowledge, and strategies for classroom organization and delivery of instruction

  - **Teacher Preparation**
    - Write clearly defined content objectives on the board
      - reviewed at the beginning of a lesson
      - stated by students at the end of the lesson
    - Write clearly defined language objectives on the board
      - reviewed at the beginning of a lesson
      - stated by students at the end of the lesson
    - Concepts taught appropriate for the age and educational background of students
      - consider the students' L1 literacy
      - second language proficiency
      - reading level of the materials
    - Supplementary materials used to promote comprehension
      - charts, graphs, pictures, illustrations, real objects, math manipulatives, multimedia
      - demonstrated by teacher and other students
    - Content adapted to ELL's needs through use of graphic organizers, outlines, labeling of pictures, study guides, adapted text, and highlighted text
    - Meaningful activities integrate lesson concepts with language practice opportunities in listening, speaking, reading, and writing

  - **Building Background**
    - Directly link to personal, cultural or academic experiences
    - Explicitly demonstrate link between past learning and new concepts
    - Emphasize key vocabulary
      - new vocabulary presented in context
      - number of vocabulary items is limited

  - **Comprehensible Input**
    - Use speech appropriate for students' language proficiency
    - Explain task clearly using step-by-step manner with visuals
o Use variety of techniques to make content concepts clear
  ▪ focus attention selectively on most important information
  ▪ introduce new learning in context
  ▪ teach predicting, summarizing

- Strategies
  o Provide ample opportunities for students to use learning strategies
  o Consistently use scaffolding techniques
  o Use variety of question types, including higher level thinking

- Interaction
  o Frequent opportunities for interactions about lesson concepts
  o Grouping to support language and content objectives
  o Ample wait time for responses
  o Clarification in native language, if possible

- Application
  o Hands-on materials or manipulatives for student practice
  o Activities to apply content and language knowledge
  o Integrate all language skills: listening, speaking, reading and writing

- Lesson Delivery
  o Content objectives supported by lesson delivery
  o Language objectives supported by lesson delivery
  o Students engaged 90% to 100% of the period
  o Pacing appropriate to students’ ability level
Specially Designed Academic Instruction in English (SDAIE)

Growing out of work done by Krashen (1982)

Ideas for sharing with the participants:

- Akin to sheltered instruction
- SDAIE strategies give ELLs access to the core curriculum while promoting English language development
- Grade-appropriate academic content in English to ELLs with intermediate-level knowledge of English speaking, writing, reading, and listening
- Emphasizes use of
  - Real objects, manipulatives, visuals, and graphic organizers
  - Plentiful opportunities for peer interaction
  - Multiple representations of information
  - Use of collaborative and cooperative learning groups
  - Scaffolding of instruction
Bilingual Cooperative Integrated Reading and Composition (BCIRC) program

Adapted from the Cooperative Integrated Reading and Composition (CIRC) program designed for monolingual English speakers (Stevens & Durkin, 1992)

Ideas for sharing with the participants:

- Designed to help students develop proficiency and literacy in their first language and then successfully transition into English
- Uses explicit instruction in reading comprehension, language and literacy activities, and integrated language arts and writing tasks (Calderon, Hertz-Lazarowitz, & Slavin, 1998)
- Primarily focused on grades 2 and 3; the years in which most transitional programs move students from native language to English instruction
- Interactive student activities incorporate reading, writing, speaking, listening and thinking skills in students’ native and second languages
- The main features of BCIRC
  - Grouping and teaming
  - Basal-related activities
  - Assessment
  - Homework
Improving Literacy Transitional Instructional Program (ILTIP)

Saunders, 1999; Saunders & Goldenberg, 2001

Ideas for sharing with the participants:

- Multi-year program; native language instruction as students progressively build English skills and ultimately transition to English-only instruction and re-designation as fluent
- Transition stages of ILTIP
  - Pre-transition phase
    - optimally, grades 2 and 3
    - grade-appropriate reading and writing instruction in L1
    - instruction in oral English development
    - goal - perform at grade level in Spanish and capable of conversational English; then qualify for transition.
  - In Transition
    - optimally, grade 4
    - initial reading, writing and academic oral language skills
    - goal - demonstrate proficiency in grade-appropriate reading and writing in L1, growth in English reading and writing, and proficiency in oral academic English language use
    - continue to receive L1 literacy support.
  - Transition II
    - optimally, grade 5
    - goal - decode and comprehend fifth-grade level material in English and prepare to join mainstream English classes
    - re-designated from Limited English Proficient (LEP) to Fluent English Proficient (FP)
    - Students are encouraged to pursue L1 literacy, but explicit L1 instruction ceases and language arts instruction is conducted exclusively in English (Saunders, 1999). The program incorporates L2 instructional components in three main areas—literature study, skill-building, and English language development—to address the needs of ELLs as they transition into full English instruction.
Ideas for sharing with the participants:

- Broadly addresses critical components of the explicit strategies on the previous seven slides
- Goldenberg (2008) summarized three points which seem to best characterize the literature on instructional models for ELLs to date
  - Incorporating instruction in English language learners’ first language appears to promote their literacy achievement in English
  - Instructional strategies that have proven effective for monolingual English speakers also appear to be effective for ELLs
  - Instructional strategies may have to be modified for ELLs (e.g., in pacing, complexity of vocabulary, comprehension supports) given that they are still learning English
MTSS Framework:

- **60 minutes**
- **20 minutes**
- **5 minutes**

### MTSS Framework

- **EVIDENCE-BASED INTERVENTIONS**
- **DATA-BASED DECISION MAKING & PROBLEM SOLVING**
- **STUDENT PERFORMANCE**
- **CONTINUOUS PROGRESS MONITORING**

### MTSS include

**Emphasis:** MTSS is

- a framework for evidence based teaching and learning
- a set of processes to ensure opportunity to learn for all students
- monitoring the demonstration of learning (academic and behavioral) for all students
- intervening early for struggling students

### Ideas to expand on the bullets:

- Evidence-based interventions and high quality instruction – connected to state learning standards and indicators; differentiated based on student skills and interests
- Student performance – demonstrating mastery; lagging in mastery (identify specific skills); exceeding developmental mastery standards (accelerate learning)
- Continuous monitoring of student progress – to inform instructional practices for next steps
- Data-based decision-making – to inform instructional practices for the whole group and for individual students

### Additional ideas to expand on the slide:

A multi-tiered systems of support framework is about all students achieving to high levels.

- English language learners
- Gifted and talented – meeting their needs and ensuring a year’s progress each year
- Students from culturally and linguistically diverse backgrounds – regardless of age
- Children of low socio-economic status
- Struggling students – both academic and social/emotional/behavioral issues
- ALL kids reaching potential

### Implementation of a multi-tiered systems of support framework within a school and a district is about all children and all content. To be effective it requires the understanding and support of all stakeholders: teachers, administrators, parents,
 Presenter’s Tip: As MTSS begins with quality instruction for all students, it is preferred that explanation of the graphic begin with Tier 1 and move upward.

 Presenter Note: For the 30-minute time-frame use the notes below. Then move to slides 15 and 16. For the expanded time-frames, briefly overview this slide and move to the next three slides describing the tiers.

Distribute Handout #1: Multi-tiered Systems of Support and English Language Learners

Ideas to expand on the MTSS framework:

- Applies to both academic learning and social/emotional/behavioral growth
- Academic and behavioral research support an 80-15-5 model of student learning connected to a comprehensive curriculum with quality teaching strategies and materials being used. In other words, with the implementation of a comprehensive curriculum with quality teaching strategies and materials being used, 80% of all students will demonstrate learning, 15% will struggle and be able to proceed with learning when provided with appropriate interventions, and 5% will be in need of more intense interventions to support learning. Translated into a multi-tiered system of support model, it may look like this…

- Tier 1-UNIVERSAL: High Quality instructional, behavioral, and social-emotional supports for ALL students in general education. Also called universal interventions or core instruction. The expectation is that 80% of students will become proficient.

- Tier 2-TARGETED: Targeted intensive prevention or remediation for some students whose performance and rate of progress lag behind the norm for their grade and educational setting. The expectation is that an additional 15% of students will become proficient by engaging in the core curriculum and additional supplementary focused instruction. This is not the same strategies used for longer periods of time; it is the use of different strategies with more intensity (frequency and duration).

- Tier 3: INTENSIVE Comprehensive evaluation by multi-disciplinary team to determine eligibility. Intensive 1:1 interventions for students w/ insufficient response to Tier 1 & 2. Typically, approximately 5% of all students have needs addressed at this tier.
Additional ideas to expand on the framework, as time permits:

- Although there are models in use that have varying numbers of tiers, the example that we are using today is one that is relatively common as implementation is progressing across the country. The three-tiered model has foundations in public health research of the 1960’s, behavioral research of the 1980’s, recent reading research, and is now being applied in a broader context to MTSS which incorporates both academic and behavioral issues.

- For English language learners this means the same as for all students with an additional emphasis on English language development and instruction for that development of language.

- One advantage of using this framework as a school/district wide process is that it allows schools to evaluate the effectiveness of their core instruction. That is, they can see how many of their students who receive general education alone are becoming proficient. In cases where too few general education students are becoming proficient based on core instruction alone, a school can work on strengthening its core program instead of referring all of these “less than proficient students” for supplemental or intensive programming. This is a great improvement to our historical system where it was difficult to distinguish the difference between students with disabilities and students who were “instructional casualties.”

Segue: Let us take a brief look at the elements within each tier. It is important to note that MTSS attends to both academics and behaviors. It is also important to note and recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers.
Presenter Note: This slide and the two that follow attend to both academics and behaviors. MTSS is not static and not prescriptive. It is a flexible process in which interventions are chosen based on individual student data/need. It is not a method to implement a predetermined program for all struggling students.

Ideas for sharing with the participants:

- The lowest (and biggest) area of the triangle depicts students who will become proficient in a curricular area based on general education instruction alone
- Quality core curriculum is characterized by differentiated instruction; whole and small group learning, as appropriate
- Approximately 80% of students are successful with a strong curriculum, which includes research-based instructional strategies and interventions, appropriate materials, etc.
- When less than 80% of the student body is being successful a, close look at curriculum and instruction (including materials and other resources, teacher skills, time on task, etc,) is needed; often referred to as a curricular audit
- It is important to note:
  - Through differentiated instruction and small skill groups in the general education classroom, there are tiers within this tier
  - Universal screening and progress monitoring apply to both academic and behavioral domains
Ideas for sharing with the participants:

- Important to know the current second language development level of the student
- Bullets are self-explanatory as to the five stages
- Quite commonly used are the terms level 1, level 2, level 3, level 4, and level 5
- Two common sets of descriptors for the five levels are presented here
- Considering time it takes to develop academic language and that inside a MTSS model the language development of the student must be a primary consideration

Guiding Questions: Tier 1

- What are the child’s functional, developmental, academic, linguistic, and cultural needs?
- Is scientifically-based instruction in place and consideration given to cultural, linguistic, socioeconomic and experiential background?
- Is instruction targeted to the student’s level of English proficiency?
- Has accurate baseline data been collected on what the student can do as well as what he/she must still learn?
- Are L1 and L2 language proficiency monitored regularly?

Ideas for expanding on the questions:

- Guiding questions for address needs of ELL students within an MTSS framework
- Cultural needs – attending to background information
- Scientifically-based instruction – central to tier one of an MTSS framework; for each and all students
- Level of English proficiency – instruction must be appropriate to the current level of proficiency
- Baseline – a critical element in data-based decision-making; a core principle of MTSS
- Monitoring language proficiency in both the native language and in English – critical for instructional decision-making
Presenter Note: The following activity is recommended for the 2.25-hour presentation to generate thought and to personalize the information previously shared by the presenter.

- **Tier 1**: 15 minutes
- Team or Table Brainstorming and Whole Group Share Activity
- Lead in question:
  - What do you currently have in place that supports the transition to an MTSS process with respect to Tier One characteristics and instruction for English language learners?
- Distribute Handout #2: Tier 1: Core Instruction and Universal Interventions
- Format of activity:
  - Create like- or cross-stakeholder teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
  - Using the Tier I handout, which poses critical questions regarding infrastructure needs of Tier 1 in a three-tiered framework of MTSS (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)
  - Whole group sharing options (5 minutes):
    - Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving; highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
    - As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are encouraged to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
    - Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.
Segue: Let us now explore Tier 2 of this three-tiered framework.

**Presenter’s Note:** Again, it is important to recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. MTSS is not static and not prescriptive.

ideas for sharing with the participants:

- The middle area depicts students who will need both core instruction PLUS supplemental instruction/intervention in order to become proficient.
- The terms targeted and strategic are often used to describe interventions in this tier.
- More structured interventions (different from the strategies used within the core curriculum) to grasp a particular skill.
- Approximately 15% of a typical heterogeneous student body will need.
- Variety of interventions chosen based on student need, academic and/or behavioral need.
- Could be one intervention or a combination of interventions running concurrently.
- Interventions could be provided in a variety of settings and/or a variety of timeframes (e.g. In-class; extended day, tutoring).
- Student data that demonstrate success indicate fading of interventions for that particular skill area; monitoring will continue to ensure skill has been acquired and continues to be demonstrated.
- Student data that demonstrate inadequate response to intervention in place may indicate a different Tier 2 intervention should be implemented or a more intense intervention within Tier 3 should be considered.
- It is important to note:
  - A process or guidelines need to be in place for quality decision-making around fading, continuing, or changing an intervention – both for academic and behavioral interventions.
  - Intervention is implemented with appropriate intensity and with fidelity.
  - Focused continuous progress monitoring of responsiveness to academic and/or behavioral intervention(s) is critical to the process.
Ideas to expand on the bullets:

- The middle area depicts students who will need both core instruction PLUS supplemental instruction/intervention in order to become proficient.
- Sub bullets are examples of types of instruction that may be indicated at the second tier academically.
- Highlight examples strategies.
- Add personal examples as appropriate.

**Presenter Note:** Blue highlight appears with slide entry. Red underline enters on click; green highlight enters on second click. For the 1.25-hour presentation you may choose to reconfigure the slide to enter all at one time.

Ideas for sharing with the participants:

- First two questions are the same.
- Characteristic of tier 2 is that students are more often in small group settings.
- Green highlighted question is critical to determining next steps.
- Progress monitoring compares ELL student to other true-peer ELLs since their rate of progress cannot be compared to that of the English-only group.
Presenter Note: The following activity is recommended for the 2.25-hour presentation to generate thought and to personalize the information previously shared by the presenter.

• **Tier 2: 15 minutes**

• Team or Table Brainstorming and Whole Group Share Activity

• Lead in question:
  • What do you currently have in place that supports the transition to an MTSS process with respect to Tier One characteristics and instruction for English language learners?

• Distribute **Handout #3: Tier 2: Targeted Interventions**

• Format of activity:
  • Create like- or cross-stakeholder teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
  • Using the Tier I handout, which poses critical questions regarding infrastructure needs of Tier 1 in a three-tiered framework of MTSS (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)

• Whole group sharing options (5 minutes):
  o Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving; highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
  o As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are encouraged to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
  o Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.
Segue: Let us now explore Tier 3 of this three-tiered framework.

Presenter’s Note: Again, it is important to recognize that students move in and out of tiers and that there are many levels of instruction and interventions within each of the tiers. MTSS is not static and not prescriptive.

Ideas for sharing with the participants:
- Small area at the top of the model reflects the small number of students who will need core instruction PLUS something supplemental that is more intensive than the interventions considered as part of tier two in order to become proficient
- Term intensive often used to describe interventions at this level
- Approximately 5% of a typical heterogeneous student body needs interventions at this level
- Student data that demonstrate success indicate fading of interventions for that particular skill area; monitoring will continue to ensure skill has been acquired and continues to be demonstrated
- Student data that demonstrate inadequate response to the intervention, or that the successful intervention that is very intensive and goes far beyond one reasonable to implement within the context of general education, may indicate a referral for additional testing and/or eligibility for special education services
- It is important to note
  - A process or guidelines need to be in place for quality decision-making around fading, continuing, or changing an intervention; both for academic and behavioral interventions
  - Intervention is implemented with appropriate intensity and with fidelity
  - Focused continuous progress monitoring of responsiveness to academic and/or behavioral intervention(s) is critical to the process
  - A pattern of inadequate response(s) may indicate special education; applies to both academic and behavior systems
Ideas for sharing with the participants:

- Small area at the top of the model reflects the small number of students who will need core instruction PLUS something supplemental that is more intensive than the interventions considered as part of tier two in order to become proficient
- Slide is then self-explanatory
- Add personal examples as appropriate

**Presenter Note:** Blue and green highlights appear with slide entry. Red underline enters on click. For the 1.25-hour presentation you may choose to reconfigure the slide to enter all at one time

Ideas for sharing with the participants:

- Critical change in tier 3 – much more individualized and typically one-to-one student-teacher ratio for instruction
- When incorporating additional assessments for ELL students, ensure validity
Presenter Note: The following activity is recommended for the 2.25-hour presentation to generate thought and to personalize the information previously shared by the presenter.

- **Tier 3**: 15 minutes

- Team or Table Brainstorming and Whole Group Share Activity

- Lead in question:
  - What do you currently have in place that supports the transition to an MTSS process with respect to Tier One characteristics and instruction for English language learners?

- Distribute **Handout #4: Tier 3: Intensive Interventions**

- Format of activity:
  - Create like- or cross-stakeholder teams or work as table groups; depending on size of group and time allotment, this activity may be conducted by groups of 3 to 10 persons
  - Using the Tier I handout, which poses critical questions regarding infrastructure needs of Tier 1 in a three-tiered framework of MTSS (presenter briefly highlights key phrases within the critical questions), discuss with your small group and record your responses to each critical question (7-10 minutes)
  - Whole group sharing options (5 minutes):
    - Presenter addresses each of the five questions on the handout one at a time and solicits responses from the participants; participants are asked not to repeat; presenter paraphrases and validates responses on each and moves on to the next item; some questions will take very little time and others will take more; be cognizant of the time available for this activity and keep the discussion moving; highlight that within the time allotted the questions are to stimulate thinking and that as districts or buildings this will take more in-depth discussion and consensus building to move forward
    - As activity is conducted participants write key words from their discussion on chart paper; chart paper is posted and all participants are encouraged to ask any questions for clarification; be cognizant of the time available for this activity and keep the group moving forward
    - Whole group discussion may be omitted; the presenter summarizes at the end of the discussion time allotment and encourages teams to continue the discussion and go more in-depth in the near future

Presenter summarizes the statements and moves on to next slide.
**Presenter Tip:** Check for understanding among the participants. This should be a brief period of time, allowing for participants to make statements and/or for the presenter to clarify any concepts that are in need of clarification. Suggested presenter question: As we have briefly explored the operationalization of the tiers within a three-tiered framework, are these emerging practices connecting with perceptions and beliefs about facilitating educational access and progress within the curriculum for all students, including English language learners?
Culturally Responsive Teaching:

At all tiers, teachers...
- use culturally responsive teaching
- implement linguistically appropriate instruction
- ensure explicit instruction to acquire academic language
- embed culturally responsive behavior strategies

Ideas to expand upon the bullets:
- Recall: Progress monitoring compares ELL student to other true-peer ELLs since their rate of progress cannot be compared to that of the English-only group
- Culturally responsive instruction is fundamental at this tier and not an add-on
- Explicit and linguistically appropriate instruction is also fundamental (attention given to language forms and functions)
- Strategies appropriate for instructing ELLs such as Total Physical Response, visuals, real objects, modeling, repetitive language and gestures must be used
- Instruction includes language activities and explicit instruction in phonological awareness, the alphabetic code, vocabulary development and comprehension strategies

Presenter note: Slide is self-explanatory. Time permitting, share personal examples or have participants share examples of what this looks like in the classroom.
**Presenter note:** Slide is self-explanatory. Time permitting, share personal examples or have participants share examples of what this looks like in the classroom.

### Linguistically appropriate instruction
- Total Physical Response
- Use of visuals
- Use of real objects
- Modeling – reading, writing, conversation
- Repetitive language
- Use of gestures

### Culturally responsive academic language instruction
- Explicit language development instruction
- Multifaceted opportunities to engage with materials
- Relevance to background and home language

Ideas to expand on the bullets:
- **Explicit** - Includes explicit instruction in phonological awareness, alphabetic code, fluency, vocabulary development, and comprehension strategies
- **Multifaceted** – Includes frequent opportunities to practice reading with a variety of rich materials in meaningful contexts
- **Relevant** – emphasized cultural relevance and builds on students’ prior knowledge, interests, motivation, and home language

**Segue:** We have looked at many academic strategies; now let us take a look at positive behavioral strategies.
Ideas to expand on the bullets:

- Social skills instruction
- Select socially valid skills – e.g., teach students how to express concern appropriately over unfair disciplinary actions
- Use learner’s culture to inform instruction – know your students and the socially acceptable behaviors at home and in the community; validate and teach behaviors for the school setting if they differ from the home and community behavioral expectations
- Exhibit caring and fairness – students respond to adults who care; students understand and accept consequences that are fairly meted out
- Genuinely attempt to involve families – rather than simple calling to express behavior and attendance concerns

**Presenter note:** Repeated slide. Text box enters on click.

Ideas for sharing with the participants:

- Reminder: at all tiers of MTSS ensure use of culturally responsive strategies; both academically and behaviorally
- Important to note – increase in intensity of instruction is usually paired with a decrease in student group size
**Presenter Note:** For the 30-minute presentation use slides 33 and 35. For the 1.25-hour presentation use slides 33, 34, and 35. For the 2.25-hour presentation use all slides in this section.

By accessing the Partnership website, you will find resource information that is updated regularly, as well as links to all the partner organizations.

### IDEA Partnership homepage

Circle to right indicates the RTI collection

Circle to left indicates you can sign up for email updates
Ideas to expand on the bullets:

- Center on Instruction – strands for both MTSS (RTI) and ELL
- PBIS – mainly behavioral information; some academic
- RTI center – mainly academic; K-8 information; some behavioral
- Action network – both academic and behavioral information

Center on Instruction

This is the page seen when you click on the ELL strand at the left of the homepage

Technical Assistance Center on Positive Behavioral Interventions and Supports homepage

This is the page seen when you search inside the website for ELL
**Presenter Note:** Handout #5: *MTSS Key Terms* is available for distribution at this point in the presentation.

**National Center on Response to Intervention homepage**

This is the page seen when you search inside the website for ELL.

**RTI Action Network homepage**

This is the page seen when you search inside the website for ELL.
Presenter Note: This is recommended for use with the 1.25-hour and the 2.25-hour presentations.

Q&A: depending on time available, takes 5 to 10 minutes

Whole Group Discussion Activity

Lead in statement and questions:
Now that we have overviewed of the foundations and elements of a multi-tiered systems of support framework…

- What issues are coming to the forefront for you?
- What questions are uppermost in your mind?

Format of activity:
- Open the floor for discussion
- Paraphrase and repeat whenever clarity is needed
- Answer questions that are answerable
- Record
  - Questions for which there are no answers at this time
  - Issues to explore
  - Concerns about implementation
  - Suggestions for moving forward
- Facilitate so that all may share in the discussion. Should one or two persons seem to be dominating the discussion, ask for a response from a specific table or from a specific person.

Trainer Tip: Capture key ideas on chart paper. Visual recording for all to see indicates that there will be something done after the discussion and that this is not an exercise in futility.

Presenter paraphrases and summarizes the discussion. He/she indicates where the responses from the discussion will go from here.
Meeting the Needs of ELLs through MTSS:
Research-based Strategies
Supplementary Materials

Handout #1: Multi-tiered Systems of Support and English Language Learners
Handout #2: Tier 1: Core Instruction and Universal Interventions
Handout #3: Tier 2: Targeted Interventions
Handout #4: Tier 3: Intensive Interventions
Handout #5: MTSS Key Terms
Multi-tiered Systems of Support and English Language Learners
Core plus intensive evidence-based intervention (5% of all students)

Core plus strategic evidence-based intervention (15% of all students)

Core curriculum & instruction for ALL students: school-wide reading, behavior, math and/or writing, includes sheltered instruction and culturally relevant teaching (80% of all students)

For ELLS: includes English language development instruction
## Tier 1: Core Instruction and Universal Interventions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What data sources do we currently have that reflect the current impact of the core curriculum for ELLs?</td>
<td></td>
</tr>
<tr>
<td>Do we have adequate data to determine the current impact of the core curriculum? If so, what do the data reveal?</td>
<td></td>
</tr>
<tr>
<td>If there are data to suggest that improvement is needed, discuss how the core program could be assessed for quality and fidelity of implementation.</td>
<td></td>
</tr>
<tr>
<td>What systems are in place to address this issue? (e.g., Who will do what if the district has 50% of students at proficiency in Tier I?)</td>
<td></td>
</tr>
<tr>
<td>What resources are needed? (i.e. personnel, materials, time, strategies)</td>
<td></td>
</tr>
</tbody>
</table>
# Tier 2: Targeted Interventions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What supplemental instructional programs/initiatives are currently in place for ELL students who struggle with academics?</td>
<td></td>
</tr>
<tr>
<td>What supplemental instructional programs/initiatives are currently in place for ELL students who struggle with behavioral concerns?</td>
<td></td>
</tr>
<tr>
<td>How do we currently monitor progress and determine the impact of interventions implemented?</td>
<td></td>
</tr>
<tr>
<td>How can targeted interventions be assessed for quality and fidelity of Implementation?</td>
<td></td>
</tr>
<tr>
<td>Is there a need to increase available options for targeted interventions? If so, what resources are needed to move forward?</td>
<td></td>
</tr>
</tbody>
</table>
## Tier 3: Intensive Interventions

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there currently intensive academic services in place for ELL students who “fit” this level of a three-tiered MTSS framework? If so, what are they?</td>
<td></td>
</tr>
<tr>
<td>Are there currently intensive behavioral services in place for students who “fit” this level of a three-tiered MTSS framework? If so, what are they?</td>
<td></td>
</tr>
<tr>
<td>How do we currently monitor progress and determine the impact of more intense interventions implemented?</td>
<td></td>
</tr>
<tr>
<td>How can intensive interventions be assessed for quality and fidelity of Implementation?</td>
<td></td>
</tr>
<tr>
<td>Is there a need to increase available options for intensive interventions? If so, what resources are needed to move forward?</td>
<td></td>
</tr>
</tbody>
</table>
Multi-tiered Systems of Support

Key Terms

Academic Language
See Cognitive Academic Language Proficiency (CALP)

Accommodation
Change in instructional strategies that enable children to demonstrate their abilities in the classroom or assessment/testing setting; designed to provide equity, not advantage, for children with disabilities

Action Research
Systematic inquiry that is conducted by education stakeholders to discover answers to a common questions; the process is collaborative, self-reflective, critical, and usually conducted at the classroom level

Aim Line (sometimes referred to as a goal line)
Line on a graph connecting the intersection of the student’s initial performance level and date of that initial performance level to the intersection of the student’s year-end goal and the date of that year-end goal; represents expected rate of student progress over time

Assessment
Measurement of student growth; assessment tool choice is dependent on the purpose and use of measurement results; See also Authentic Assessment

Criterion-Referenced Test (CRT)
Curriculum-Based Assessment (CBA)
Curriculum-Based Measurement (CBM)
Norm-Referenced Test (NRT)
Diagnostic Assessment
Formative Assessment/Evaluation
Functional Assessment
Standardized Assessment
Summative Assessment/Evaluation

At-risk
See Students at Risk for Poor Learning Outcomes

Authentic Assessment
Tasks that require students to apply knowledge and skills; often such tasks are connected to real-world situations/challenges; the tool usually used to assess progress is a rubric with well-articulated descriptions of quality performance/product
Baseline
A specific value that serves as a comparison or control; the measure of student skill demonstration at the onset of instruction against which progress is compared over time.

Benchmarks
Criteria used to decide whether or not an individual child at an age or grade is performing above or below typical peers; can be determined in relation to local norms, national norms, and predictive value.

Basic Interpersonal Communication Skills (BICS)
Basic Interpersonal Communication Skills (BICS) are those that are cognitively-undemanding and include known ideas, vocabulary and syntax. They are the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). BICS skills represent the informal aspects of social talk as well as skills that do not require a high degree of cognition (e.g., naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language, they are typically able to develop BICS within 2-3 years.

Bilingual Education
The teaching of academic content in two languages, in a native and secondary language with varying amounts of each language used in accordance with the program model.

Bilingual Cooperative Integrated Reading and Composition (BCIRC)
Program designed to help students develop proficiency and literacy in their first language and then successfully transition into English. Explicit instruction is provided in:
- Reading comprehension
- Language and literacy activities
- Integrated language arts
- Writing activities

Cognitive Academic Language Proficiency (CALP)
Cognitive Academic Language Proficiency or CALP. CALP takes much longer than BICS to develop; usually about 5-7 years. CALP skills are those that are necessary for literacy obtainment and academic success. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to use information acquired to find relationship, make inferences, and draw conclusions.
Chunking
The process of grouping information so that the intended audience easily understands it

Cognitive Academic Language Learning Approach (CALLA)
The approach integrates instruction, language development, and learning strategies. It has five components:
- Preparation – Activate background knowledge
- Presentation – Explain and model
- Practice – Prompt use of strategies and give feedback
- Self-evaluation – Assess strategies
- Expansion – Support transfer and apply

Collaboration (as an instructional improvement strategy)
A collegial process wherein two or more colleagues share expertise with each other; to implement instructional or behavior strategies to benefit student learning

Collaborative Strategic Reading (CSR)
The approach combines reading comprehension strategies and cooperative learning processes. It utilizes four reading strategies:
- Preview – Activate prior knowledge
- Click and chunk – Monitor comprehension during reading, use strategies to understand
- Get the gist – During reading, restate main idea of paragraph or section
- Wrap-up – After reading, summarize new information, generate questions

Components of Reading Dimensions
The five research-based components of reading as outlined in the Elementary and Secondary Education Act of 2001 (NCLB)
- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Consultation (as an instructional improvement strategy)
A collegial process wherein a colleague shares expertise with another to address an identified issue
Core Curriculum
Course of study deemed critical and usually made mandatory for all students of a school or school system, as mandated by federal education statute, core curricula must represent scientifically-based practice

Core Principles of RTI
Beliefs, dispositions necessary for RTI processes to be effective
- All children can learn when taught with effective practices
- Early intervening for struggling learners is essential
- Use of a multi-tier model of service delivery
- Utilization of a problem-solving methodology

Co-teaching (as an instructional improvement strategy)
A collegial process wherein two educators share responsibility for instruction, assessment, and student progress within a particular classroom of students

Criterion-Referenced Test (CRT)
Measures what a student understands, knows, or can accomplish in relation to a specific performance objective; typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard; does not compare students to other students

Cultural and Linguistic Diversity
Refers to students whose cultural background is different from the majority of those students in the same classroom/school/district; and/or whose native/first language is other than American English

Culturally Responsive
Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Curriculum Based Assessment (CBA)
Measures a student's performance in alignment with the local curriculum; occurring frequently; used as a basis to make instructional decisions

Curriculum Based Measurement (CBM)
Tools for measuring student competency and progress in the basic skill areas of reading fluency, spelling, mathematics and written language; signals the teacher/school to revise strategies/program; CBM is a distinctive form of CBA because of two additional properties: (1) Each CBM test is an alternate form of equivalent difficulty; and (2) CBM is standardized, with its reliability and validity well documented
Data Points
Points on a graph that represent student achievement or behavior relative to a specific assessment at a specific time

Data-based Decision Making
Process of making instructional decisions based on student learning data

Dependent Variable
Element which may be influenced or modified by some treatment or exposure

Developmental Assessment
A comprehensive evaluation completed of a child’s physical, cognitive, language, emotional, motor and social development. It is usually conducted if a child is experiencing a problem in one of these areas. A developmental assessment may be conducted by pediatricians, developmental specialists, or by a team of evaluation specialists in the public schools. An evaluation team may include psychologists, diagnosticians, speech therapists, audiologists, occupational therapists, physical therapists, special education teachers and others.

Diagnostic Assessment
Process of measuring discrete skills in a particular area; usually administered individually

Differentiated Instruction
Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials

Discrepancy
Difference between two measures

Disproportionality
Over- or under-representation of racially, culturally, ethnically or linguistically diverse groups of students in special education, restrictive learning environments, or school disciplinary actions (e.g., suspensions and expulsions) in comparison to other students

Dual Discrepancy
A dual discrepancy occurs when a student’s performance and growth rate are both substantially below performance and growth rate of typical peers
Early Intervening Services (EIS)
Early intervening services are the preventative components of federal education statutes; implemented to benefit students who manifest risk for poor learning outcomes but have not been identified as needing special education or related services

English Language Learners (ELL)
Children and or adults whose second language is English

English as a Second Language (ESL)
The use or study of English by speakers with a different native language

Essential components of an RTI process
Core components of an effective RTI process include
- School-wide screening
- Progress monitoring
- Tiered services
- Fidelity of implementation

Evaluation
Systematic measurement of value or worth in relation to a set of criteria or a specific standard/expectation; See also Summative Assessment

Evidence-based Practice
Educational practices/instructional strategies supported by relevant scientific research studies

Exclusionary Factors
The determination of eligibility for a specific learning disability must not be primarily the result of one of the following factors: [from federal regulation §300.309(a) (3)]
(i) A visual, hearing, or motor disability;
(ii) Mental retardation;
(iii) Emotional disturbance;
(iv) Cultural factors;
(v) Environmental or economic disadvantage; or
(vi) Limited English proficiency.

Explicit Instruction
Systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behavior analysis; essential components of well designed explicit instruction include (a) visible delivery features of group instruction with a high level of teacher and student interactions, and (b) the less observable, instructional design principles and assumptions that make up the content and strategies to be taught.
Fidelity of Implementation
Consistent and accurate Implementation of an intervention, program, or curriculum according to research findings and/or on developers’ specifications; five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery

Formative Assessment/Evaluation
Classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making

Functional Assessment
Behaviors: Process to identify the problem, determine the function or purpose of the behavior; in order to develop interventions to teach acceptable alternatives to the behavior; also referred to as FBA

Academics: Process to identify the skill gap, strategies that have and have not been effective; in order to develop interventions to teach the necessary skill(s)

Gap Analysis
Review of data comparing present performance to expected performance

Goal Line (sometimes referred to as an aim line)
Line on a graph connecting the intersection of the student’s initial performance level and date of that initial performance level to the intersection of the student’s year-end goal and the date of that year-end goal; represents expected rate of student progress over time

Growth Chart
Graphical display of individual student’s growth and performance in a particular skill or set of skills

Inclusion
A framework to ensure all students are educated with peers in a neighborhood school

Independent Variable
Variable which is manipulated or selected by the researcher to determine relationship to a dependent variable; independent variable is the element that someone actively controls/changes (instructional strategy/intervention); while the dependent variable (student demonstration of skills) is the element that changes as a result
Integrity of intervention implementation
See Fidelity

Intensive Interventions
Academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with narrowest tier of an RTI tiered model; also referred to as tertiary interventions

Intervention
Research-based strategy to address student need (academic, social, behavioral)
See also:
Intensive Interventions
Primary Levels of Intervention
Secondary Levels of Intervention
Tertiary Levels of Intervention

Key practices in RTI
Practices necessary for RTI processes to be effective
- Using research-based, scientifically validated instruction and interventions
- Monitoring of student progress to inform instruction
- Making decisions based on data
- Using assessments for universal screening, progress monitoring, and diagnostics

L1
Primary/native language

L2
Secondary language

Learning Rate
Average progress over a period of time, e.g. one-year’s growth in one year’s time

Levels of Intervention
Levels of instructional intensity within a multi-tiered prevention service delivery system
See also:
Primary Levels of Intervention
Secondary Levels of Intervention
Tertiary Levels of Intervention
Limited English Proficient (LEP)
Individuals who do not communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.

Modification
Alterations that change, lower, or reduce learning expectations; can increase gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level

Multi-tiered Instruction
See Tiered Instruction/Intervention

Multi-tiered Systems of Support
Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

Norm-Referenced Test (NRT)
Norm-referenced assessment compares a student’s performance to that of an appropriate peer group

Over-identification
Refers to the over-representation of students in special education programs/services that are above state and national averages; identification of more students for services through special education than the proportion of that population in the general population

PLUSS Model
An instructional model that utilizes the following strategies:
- Preteach critical vocabulary
- Language modeling and opportunities for using academic language
- Use visuals and graphic organizers
- Systematic and explicit instruction in reading components and strategies
- Strategic use of native language

Positive Behavior Supports
Evidence-based practices embedded in the school curriculum/culture/expectations that have a prevention focus; teaching, practice, and demonstration of pro-social behaviors

Prevention
Applying effective educational strategies; especially at the earliest point when a student is struggling with a skill or concept; not waiting for a student to fail repeatedly before implementing a strategy or intervention
Primary Language
The language of most benefit in learning new and difficult information

Primary Levels of Intervention
Interventions that are preventive and proactive; implementation is school-wide or by whole-classroom; universal core program that all students receive in an instructional/intervention framework/process/model

Probe
Brief, skill-specific assessment to determine student progress

Problem-solving Approach to RTI
Assumes that no given intervention will be effective for all students; generally has four stages (problem identification, problem analysis, plan implementation, and plan evaluation); is sensitive to individual student differences; depends on the integrity of implementing interventions

Problem-solving Team
Group of education professionals coming together to consider student-specific data, brainstorm possible strategies/interventions; and develop a plan of action to address a student-specific need

Progress Monitoring
A scientifically based practice used to assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process used to monitor implementation of specific interventions.

Recognition and Response
Tiered model for pre-k based on Response to Intervention (RTI); designed to provide high quality instruction and targeted interventions that are matched to children’s learning needs

Remediation
Instruction intended to remedy a situation; to teach a student something that he or she should have previously learned or be able to demonstrate; assumes appropriate strategies matched to student learning have been used previously

Research-based Core Curriculum
See Core Curriculum and Scientifically-based Research

Research-based Interventions
See Scientific, Research-based Instruction/Interventions
Response to Intervention / Response to Instruction/Intervention (RTI)
Practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make changes in instruction or goals and applying child response data to important educational decisions

Scaffolding
Instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn the task, and then gradually shifts responsibility to the students

Scientifically-based Research
Education related research that meets the following criteria
- Analyzes and presents the impact of effective teaching on achievement of students
- Includes large numbers of students in the study
- Includes study and control groups
- Applies a rigorous peer review process
- Includes replication studies to validate results

Scientific, Research-based Instruction/Interventions
Curriculum and educational interventions that have been proven to be effective for most students based on scientific study

Screening
See Universal screening

Secondary Levels of Intervention
Interventions that relate directly to an area of need; are supplementary to primary interventions; are different from primary interventions; often implemented in small group settings; may be individualized; often connected to supplemental tier of a tiered intervention model

Sheltered Instruction Model (SI)
A strategy that highlights the use of language functions such as negotiating, explaining, describing and defining when discussing content. Utilizes:
- Cooperative learning
- Academic language as well as key content vocabulary
- Use of first language as a tool to provide comprehensibility
- Hands-on activities using authentic materials, demonstrations, and modeling
- Explicit teaching and implementation of learning strategies
SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)
An approach to make content material comprehensive through strategies related to each component...
- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

SOCIAL LANGUAGE
The context-embedded, everyday language that occurs between conversational partners (See Basic Interpersonal Communication Skills (BICS))

SPECIALY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)
Academic, subject area instruction that takes into account the special needs of LEP and other students by fostering:
- Active student participation
- Social interaction
- Integrated oral and written language
- Authentic books and tasks
- Adequate coverage of background knowledge required to master a topic (vocabulary, key concepts, etc.).

STANDARD PROTOCOL INTERVENTION
Use of same empirically validated intervention for all students with similar academic or behavioral needs; facilitates quality control

STANDARDIZED ASSESSMENT
Tests administered to large groups of students, using the same administrative procedures, for the purpose of measuring academic achievement and/or comparing growth of learning in relation to students at the same grade or age range

STRATEGIC INTERVENTIONS SPECIFIC TO NEEDS
Intervention chosen in relation to student data and from among those that have been documented through education research to be effective with like students under like circumstances; often associated with second tier of an RTI tiered model; also referred to as secondary interventions
Students at Risk for Poor Learning Outcomes
Students whose initial performance level or characteristics predict poor learning outcomes unless intervention occurs to accelerate knowledge, skill, or ability development

Summative Assessment/Evaluation
Comprehensive in nature, provides accountability and is used to check the level of learning at the point of expected mastery; measures growth in relation to a specific set of criteria or standard/expectation

Systematic Data Collection
Planning a timeframe for and following through with appropriate assessments to set baselines and monitor student progress

Teaching Pyramid
A multi-level system of support promoting the social/emotional outcomes of infants, toddlers, and preschoolers

Tertiary Levels of Intervention
Interventions that relate directly to an area of need; are supplementary to primary and secondary interventions; are different from primary and secondary interventions; usually implemented individually or in very small group settings; may be individualized; often connected to narrowest tier of a tiered intervention model

Tiered Framework/Process/Model
Common framework of three or more tiers that delineate levels of instructional interventions based on student skill need

Tiered Instruction/Intervention
Levels of instructional intensity within a multi-tiered prevention service delivery system; academic and/or behavioral

Total Physical Response
Communicative approach where students respond with actions, not words first. Instruction is concrete and can be introductory to reading/writing experiences.

Trendline
Line on a graph that connects data points indicating student performance on a like skill over time; compare against aimline to determine responsiveness to intervention
Universal Design for Learning (UDL)
   Process of designing instruction that is accessible by all students; UDL includes multiple means of representation, multiple means of expression, and multiple means of engagement; the focus in creation of UDL curricula is on technology and materials

Universal Screening
   Usually conducted as a first stage within a screening process, to identify or predict students who may be at risk for poor learning outcomes; typically brief; conducted with all students at a grade level; followed by additional testing or short-term progress monitoring to corroborate students’ risk status

Validated Intervention
   Intervention supported by education research to be effective with identified needs of sets of students